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ABSTRACT

Efforts of the State of Idaho in meeting the educational needs of children of migrant workers are described in this evaluation report. Educational activities implemented under Title I of the Elementary and Secondary Education Act (as amended in 1966 by Public Law 89-750) are discussed; these include 27 local projects that served a total of 5,758 migrant students in 1971 via such activities as exemplary programs, coordination with other programs, and supportive services. Information is also given on children served, grade placement, teacher-pupil ratio, interrelationship with the regular Title I program, in-service training, and community involvement. The Idaho Southwest Migrant Education Resource Center's yearly report (1970-71) is included. Related documents are ED 046 596, ED 046 571, and ED 046 584. (PS)

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EVALUATION

REPORT

MIGRANT EDUCATION

1971

D. F. ENGELKING
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

STATE OF IDAHO
DEPARTMENT OF EDUCATION
BOISE, IDAHO

RC005992

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IDAHO STATE DEPARTMENT OF EDUCATION

TITLE I, ESEA
Migrant Education

STATE ANNUAL EVALUATION REPORT
Fiscal Year 1971
(School Year 1970-71)

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This publication describes the efforts of Idaho in meeting the educational needs of children of migrant workers. It reports the educational activities implemented under Title I, ESEA, as amended in 1966 by Public Law 89-750.

The Idaho Migrant Programs included 27 local projects and served a total of 5,758 migrant students. The emphasis was placed upon meeting the needs of the children through quality programs.

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I. EXEMPLARY PROJECTS

A. Migrant Education Resource Center

The Idaho Southwest Migrant Education Resource Center is housed at Nampa, Idaho. Ten districts are served by the Center - Nampa, Wilder, Melba, Parma, Canyon, Marsing, Homedale, Weiser, Caldwell, and Notus. However, since it is the only migrant service center in the state, many services have been provided, whenever and wherever possible, to migrant programs in Idaho, regardless of area.

Professional staff from the Resource Center have held conferences in member schools to offer and explain services to staff members. Workshops have been held at the Center and in member school districts.

A contact representative was employed to serve as a liaison person between participating school districts and migrant homes. The role of the liaison person has included: extensive individual counseling of students, assisting in securing pertinent student information for participating schools, and securing of personalized health-related services for migrant enrollees.

During the summer of 1970, a film was produced by the Pala Film Company. The purpose of the film was to motivate migrant parents to continue educational experiences for their children. It has been shown in migrant camps throughout Southwest Idaho, has been used in in-service education programs, and has been used to build community understanding of migrant problems.

The Southwest terminal for the Migrant Record Transmittal System is located at the Center. The cooperation of member schools was solicited in providing pertinent information concerning the enrollee.

A curriculum consultant is employed to assist in developing a curriculum designed to meet the individual needs of the migrant children. Attention was given to an aural-oral approach in teaching English as a second language. The Consultant has participated actively with teachers in the member districts in assessing, building, and disseminating materials of instruction that meet the needs of the migrant children.

The following defines the role the personnel of the Migrant Education Resource Center have played in their efforts to provide maximum learning experiences for migrant enrollees in Southwest Idaho:

> "The staff members have demonstrated for teacher groups, have developed materials of instruction, and have assisted participating team members in planning, implementing, and evaluating instructional programs in member schools.
>
> "Staff members have made on-site visitations to exemplary migrant schools and resource centers to gain expertise in producing, implementing, and evaluating innovative materials.
>
> "The staff has organized a professional library of materials pertaining to migrant education.
>
> "Staff members have assisted in diagnosing and prescribing materials to meet individual enrollee needs.
>
> "Staff members have effected an efficient migrant record transmittal center.
>
> "Staff members have been sensitive and cognizant to varying needs of migrants in the community, and have attempted to assist in meeting those needs."

The yearly report of the Migrant Education Resource Center is included with this report.

B. The migrant programs in Idaho are continuous programs. The field trips are a nucleus of the curriculum. This experience-centered curriculum provides real purposes for developing and extending language skills.

The aural-oral techniques in teaching English as a second language, team teaching, programmed teaching, and individualized instruction, are methods used by all districts in meeting the needs of the migrant children.

II. CHILDREN SERVED

MIGRANT ENROLLEE PARTICIPATION

Regular School Year

Grade	Girls	Boys	Total
Kindergarten	11	17	28
1	286	300	586
2	236	242	478
3	215	233	448
Nongraded	19	15	34
4	184	192	376
5	203	196	399
6	147	154	301
7	89	87	176
8	88	98	186
9	71	66	137
10	45	40	85
11	56	51	107
12	25	29	54
Nongraded	1	6	7
TOTALS	1,676	1,726	3,402

Summer Program

Ages	Girls	Boys	Total
Preschool	148	145	293
6 - 8 years	382	341	723
9 - 11 years	391	369	760
12 - 14 years	164	174	338
over 14	132	110	242
TOTALS	1,217	1,139	2,356

TOTAL regular and summer:

2,893	2,865	5,758

III. GRADE PLACEMENT

Available records, age, and school experience, were the methods used in grade placement of the migrant children during the regular school year. During the summer session, the children were grouped according to chronological age and needs.

The establishment of the Interstate Migrant Record Transfer System was a step forward in evaluating migrant children for grade placement. All districts in Idaho in which migrant children are enrolled are involved in the System. Nonproject districts have also become aware of the benefits to be derived from the use of the System, and are participating.

Reports from the Local Education Agencies have indicated that this assistance given in meeting the health and educational needs of the individual migrant children is invaluable. The effectiveness of the System is directly related to the use made by the districts.

IV. TEACHER-PUPIL RATIO

Additional teachers and teacher aides are employed during the regular school year to reduce the class load, and provide more individualized instruction for the migrant child.

During the summer term, the teacher-pupil ratio was 1 - 18. The adult-pupil ratio was approximately 1 - 10.

NUMBER OF POSITIONS

Teaching	Regular	Summer
Preschool	1	8
Elementary	20	96
Secondary	0	25
TOTAL	21	129

Nonteaching	Regular	Summer
Community Contact Representative	2	5
Clerical	12	9
Counselor	0	1
Librarian	1	8
Nurse	3	6
Supervisor-Admin.	7	18
Teacher Aides	38	94
Other	0	76
TOTAL	63	217
GRAND TOTAL	84	346

V. INTERRELATIONSHIP WITH THE REGULAR TITLE I PROGRAM

In Idaho, the migrant program is a subsidiary to regular Title I. Consultants in the State Education Agency assist in providing services in both programs.

During the summer, some districts operate Title I and migrant projects simultaneously. The same equipment, facilities, and personnel, are used in both programs. In all districts, the Title I programs and services that were available to the resident children were also available to the migrant children.

Parma School District reported counseling services and a librarian employed under a regular Title I project were used in the migrant program. The school nurse at Notus School District gives assistance in both programs. In addition, most districts reported that equipment and materials purchased under Title I were available for use in the migrant program.

VI. COORDINATION WITH OTHER PROGRAMS

Many agencies are involved with the migrant population. The services of these agencies are complementary to the Title I, ESEA migrant education programs.

Community Action programs, Day Care programs, Headstart, The Migrant Ministry Board, the Governor's Committee on Migrant Labor, and the Office of Economic Opportunity are all involved with Migrant Education.

Other agencies working directly with the migrants are the Department of Labor and Industries, Department of Employment, Department of

Public Assistance, and the Department of Health.

Civic groups, church groups, radio, television, and the press, have been cooperative with the schools in disseminating information and providing reinforcement and encouragement to the parents.

VII. IN-SERVICE TRAINING

Migrant Education Curriculum workshops were held in Nampa School District on June 1, 2, 3, 1971, and in the Minidoka County School District on April 23 and 24, and June 4 and 5.

Personnel working in the Migrant programs in Southwest Idaho attended the workshop which was held in Nampa, and the personnel in Eastern Idaho attended the workshops in Minidoka County.

Topics discussed were: English as a Second Language and Oral Language Development, Aids for Aides, Motor Perceptual Training, The Learning Loop-Treatment Techniques, The Learning Loop-Assessment Techniques, Health, Music, To Understand a Primary Child, Evaluation Strengths, Audio-Visual Equipment and Materials, Resource Media, Learning is Observing, and To Understand an Intermediate Child. In addition, the "Unconscious Cultural Clashes", a series of six film lectures by Dr. Leonard Olguin, were shown.

Special Area Consultants participating on the program were:

Mr. Jim Blattner, Consultant, USDA, Food Service Program
Mrs. Mabel Athay - Snake River School District #52
Mr. Benicio Barrera - Rio Grande City, Texas
Mrs. Eustolia Barrera - Rio Grande City, Texas
Mrs. Darlene Fulwood - Migrant Education Resource Center, Nampa
Mr. Francisco Garcia - Caldwell School District #132
Mr. Antonio Ochoa - Donna, Texas
Mr. Santos Porras - Rio Grande City, Texas
Mrs. Telca Porras - Rio Grande City, Texas

Kathryn Nielson - Minidoka County School District #331
Madina Wilson - Minidoka County School District #331

Idaho State Department of Education personnel participating on the program were:

D. L. Hicks, Program Administrator, Title I, ESEA
Ardis M. Snyder, Consultant, Title I, ESEA - Migrant Education
Ruth Seydel, Consultant, Library and Audio-Visual Services
Bert Burda, Consultant, Music
Stan Olson, Consultant, Title I, ESEA - Health and P.E.
Cecil Olsen, Director, School Lunch
Don Carpenter, Evaluation

In addition, Local Education Agencies conducted in-service training programs. Participating in these workshops were consultants from university and college staff, school staff specialists, Federal agencies, administrators, State Department of Education, and the Migrant Education Resource Center.

Idaho participated in the Interstate Teacher Exchange with Texas. Mr. Hector Barrera and Mr. Emilio Cavazos, Jr., were assigned to Idaho during the summer session. The consultative staff was further strengthened by the employment of Mr. and Mrs. Benicio Barrera, Rio Grande City, Texas; Mr. and Mrs. Santos Porras, Rio Grande City, Texas; Mr. Antonio Ochoa, Donna, Texas; Mr. Jose Gonzales, Carrizo Springs, Texas; Mr. Francisco Garcia, Caldwell, Idaho; and Mrs. Teresita Barrera, Del Rio, Texas.

VIII. NONPUBLIC SCHOOL PARTICIPATION

Since there are no migrant children in the parochial schools, the participation would be minimal. However, following are reports from Local Educational Agencies which show the cooperation of the public and nonpublic schools:

"During the summer of 1971, the Catholic School held a brief summer session for its members. Seven of these children also participated in the migrant program on a half day basis. The leadership in the Catholic school encouraged parents and children to take full advantage of the programs in the public school."

--- Blackfoot School District

"Students from the nonpublic schools are encouraged to participate in the program. To help make these students comfortable, a Catholic Sister is employed as a teacher in the migrant program."

--- Minidoka County School District

	Number of Districts	
	Yes	No
Nonpublic School Participation	2	24
During Regular School Year	0	
During Regular & Summer Term	0	
Summer Only	2	

IX. DISSEMINATION

A variety of techniques were used by the Local Education Agencies in dissemination information. The following information was reported by the districts:

Number of Districts	Methods of Dissemination Used
17	Bulletins
14	Conferences
10	Letters
21	Newspapers
21	Personal Contacts
5	Written Reports
20	Visitations
11	Civic Group Appearances
7	In-Service Education
4	Newsletters
8	Radio
13	Telephone
2	Video Tape
3	Other

X. COMMUNITY INVOLVEMENT

According to reports from the LEA's, 41 migrants were working in the programs throughout the state. In addition, these reports showed the following volunteers:

Parents	1,416
High School Students	235
College Students	147
Others	431

An increased number of parents visited the schools and assisted with field trips, parties, open house and other related activities. High school students and college students volunteered as aides, and assisted in the overall program. School board members, city council members, chamber of commerce members, Shriners, businessmen, etc., made their services available and cooperated in making field trips informative and interesting.

XI. PROGRAM EFFECTIVENESS

Number of Districts

23 The project activities and services were designed to meet the needs of the migrant enrollee, and were successful.

3 The project was successful, but limited funds handicapped the total program.

0 The project had very little impact on raising the level of educational attainment for the migrant participant.

XII. SPECIAL AREAS

During the regular school year, migrant students are integrated into the overall program. Therefore, vocational and handicapped classes are available to migrant students the same as they are for the regular students.

During the summer session, vocational classes are offered, in the evening, for teen-age students. In Nampa School District, classes were offered in driver training and auto mechanics, as well as physical fitness, crafts, cooking, reading, and consumer math. Parma School District offered courses in welding, typing, and physical fitness. Twin Falls School District offered sewing and dressmaking, handicrafts, physical conditioning exercises and recreational activities, including swimming, bowling, baseball, and basic auto mechanics. Auto mechanics, wood-working, sewing, and business machines, were courses included in the curriculum in the Caldwell School District.

XIII. CONSTRUCTION - EQUIPMENT

Minor equipment purchases were allowed for instructional purposes when approved by the State Education Agency prior to Local Education Agency purchase.

XIV. SUPPORTIVE SERVICES

The employment of Mexican-American consultants, and the employment of aides from the migrant stream, as well as the participation in the Migrant Record Transfer System, strengthened the overall program.

XV. PROGRAM INTEGRATION

During the regular school year, the migrant students are integrated into the regular classrooms. However, particular language skills may be taught in small groups.

Migrant programs and regular summer school programs are coordinated simultaneously in some districts during the summer. Again, the

students are integrated.

XVI. STAFF UTILIZATION

Aides are used as interpreters and assume the responsibility for nonteaching duties. Thirty-eight aides were employed during the regular school year, and ninety-four during the summer, to assist in the overall program.

Adults were used as staff members, lunchroom workers, bus drivers, nurses, social workers, etc.

Volunteers chaperoned field trips, assisted with parties and open houses, and served as instructors in recreational programs.

Doctors and dentists offered their services, and were used as needed.

XVII. NEW PROGRAMS

The migrant programs in Idaho, for the most part, are continuous. They are varied and correlated to the curriculum of local interests.

XVIII. PROGRAM CRITIQUE

Through the efforts and leadership of Mr. D. L. Hicks, Program Administrator, Division of Special Services, and Mrs. Ardis Snyder, Consultant, Title I, ESEA, Migrant Education, the objectives, as set forth in the Idaho State Plan, have been met.

The State Education Agency provided assistance to Local Education Agencies having a high concentration of migrant children, initiated and conducted programs for staff development, cooperated with other State

Agencies in improving educational programs and in developing record transfer systems, and coordinated the activities of cooperating agencies serving migrant children in the State of Idaho.

Local Education Agencies reported that the students showed an improvement in attitudes toward self and group acceptance, and a greater understanding of the English language. In addition, there has been a change in the attitude of people in the community toward the migrant.

Number of Migrant Education Programs	27
Regular School Term only	1
Summer Term only	5
Both Regular and Summer Terms	20
Migrant Education Resource Center	1
Teaching staff members that are bilingual	32
Nonteaching staff members that are bilingual	66
Migrants working in the program	41
Students - Non-English Speaking	144
Students - Bilingual	2,428
Students - Partially Bilingual	692

HOME BASE FREQUENCY

	Regular	Summer	Total
Brownsville	8	26	34
Eagle Pass	30	99	129
El Paso	12	41	53
Harlingen	21	64	85
McAllen	101	133	234
Pharr	114	197	311
Uvalde	21	18	39
Other	873	974	1,847
TOTAL	1,180	1,552	2,732

COST OF SALARIES

	Regular	Summer	Total
Teaching Positions	61,423	90,041	151,464
Nonteaching Positions	71,232	80,259	151,491
TOTAL ALL STAFF	132,655	170,300	302,955

EVALUATION

Number of Districts	Methods and Techniques
12	Anecdotal Records
11	Teacher Questionnaires
19	Teacher-Made Tests
6	Student Questionnaires
3	Standardized Achievement Tests
26	Teacher Observations
2	Other

PROGRAM DESCRIPTION

Number of Districts	
20	Experience Curriculum
23	Oral Language Development
22	English as a Second Language
24	Basic Skill Instruction
23	Arts, Including Crafts
21	Music
24	Field Trips
24	Physical Fitness
21	Outdoor Recreation
12	Sewing
10	Cooking
10	Other

MIGRANT EDUCATION RESOURCE CENTER

YEARLY REPORT

1970-71

The Migrant Education Resource Center originated September 1970 to serve ten (10) school districts in southwest Idaho in their migrant programs. The districts served by the Center are: Nampa, Wilder, Melba, Parma, Canyon, Marsing, Homedale, Weiser, Caldwell, and Notus.

The following services are being offered at this time by the Center:

Migrant Records Transfer System
Curriculum Consultation and Workshops
Contact Service Between School, Student and Home
Local Production of Materials for use in the Classroom and Workshops
Photography
Video Taping
Tape Duplication
Materials Library
16mm Film Library
Professional Library
Pick-up and Delivery System

The Center was given the first year to organize, employ, and train personnel and develop services. The Nampa School District was used as a laboratory to develop these services. We have compiled a summary of instructional materials produced for member schools.

Local Production of Materials	
Maps	18
Charts	110
Posters	7,888
Bulletin Boards	106
Mounted Materials	368
Laminated Materials	259
Games	303
Certificates Designed	24
Programs Designed	3
Picture Mat	90
Passe Partou Frames	18
Oil Paintings	3
3-M Transparencies	70

Printed Materials	
Thermofaxed Copies	90
Ditto Masters	154
Stencils Typed or Scanned	821
Reams of Paper Used	1,102

Photography and Tape Services	
35mm Slides	637
Photos	241
Tape Duplicated	311
Video Taping of Classroom or other School Programs	15

In-Service Training and Workshops

Workshops were presented in fifteen schools. Center personnel also participated in the Migrant Summer School Teachers Workshop in June, held at Sunny Ridge School in Nampa. This Workshop was conducted by the State Dept. of Education for all teachers in Migrant Summer School Programs in the area.

Film Library

Film Services started in June of 1971 with 200 films. Film circulation through the summer was 123 films. To facilitate service the Center maintained a delivery and pick-up system.

Library Materials

Over 2,000 library items were circulated through the year. This includes books, filmstrips, tapes, records, transparencies, games, equipment, etc.

Travel by Staff to Conventions

Two staff members attended the Association of Educational Communication and Technology Convention in Philadelphia. Four staff members attended the Texas Migrant Teacher Workshop in McAllen, Texas in October. Four employees participated in the Migrant Records System Teletype Workshop in Olympia, Washington in January. The Center was represented in a convention in Salt Lake City, Utah relating to legal aspects of media production. The convention was sponsored and conducted by the staffs of the University of Southern California and Brigham Young University.

Submitted by

MIGRANT EDUCATION RESOURCE CENTER

J. Brent McDonald, Director

Curriculum Services

At the beginning of the 1971 summer session, the services of a curriculum consultant were added to those being offered by the Migrant Education Resource Center. During the past four months activities of the curriculum consultant have included the following major areas:

1. The consultant worked closely with State Department in preparing for the migrant education workshops which were held prior to the summer migrant programs. Along with assisting with arrangements, eight workshop sessions were conducted dealing with diagnosing needs, special teaching techniques and the use of aides.

2. Considerable time has been spent in reviewing programs and materials of special benefit for use in teaching migrant children. This involved meeting with representatives, actual field testing, and personal evaluation. Recommendations were given for the purchase of sample materials to be placed in the center when funds become available.

3. The consultant worked closely with local production personnel, evaluating material produced as to its relevancy to needs and made recommendations for production of materials.

4. Materials already in the Migrant Education Resource Center were reviewed and assistance was given in cataloging and arrangement of materials. Steps were taken in the establishment of a curriculum and professional library.

5. Visitations were made to the administrators in the districts served by the Migrant Education Program in an effort to better acquaint them with the services which could be offered. The summer migrant programs were visited and suggestions and assistance for curriculum improvement were given when requested.

6. Efforts were made for personal professional improvement in the following ways:

   A. Studying curriculum guides and printed material from several state and national agencies.
   B. Working closely with the Mexican-American consultants from Texas in obtaining a deeper understanding of the culture and academic needs of the Mexican-American child.
   C. Conferring with the Idaho Migrant Education consultant to gain an awareness of the program, and its implementation.
   D. Attending area workshops when possible.

7. The consultant assisted in pre-service preparation for the new school year. Assistance was given to the Nampa and Marsing districts by conducting workshops for teachers.

8. The consultant has provided leadership and in-service training for the Resource Teachers of Nampa who meet regularly on a weekly basis.

9. The consultant has worked with teachers and other instructional personnel upon request, often giving guidance and assistance to educators coming to the Migrant Education Resource Center for ideas and consultation.

10. The consultant has prepared bulletins and booklets designed to disseminate information and upgrade instructional practices.

Compiled by: Mrs. Darlene Fulwood,
Curriculum Consultant,
Migrant Education Resource
Center

MIGRANT EDUCATION RESOURCE CENTER

1970-1971

CONTACT REPRESENTATIVE REPORT

The principal function of the contact representative is to serve as a liaison person between the school and the home in the area of social work. Included in this role has been a number of services for the family of school age children with emphasis on the problems of the child.

Most important of the services is individual counseling of students. Additional services provide sources of information and assistance in procuring educational, social and health services in the community.

Services offered the school include investigation of truancy, assistance in placing or moving children for special purposes, bilingual communication when necessary, assisting teachers to gain insight into the problems of the minority or Spanish speaking child, also to assist with health and testing services.

Most beneficial is the message to the parents that the school really cares and is making an effort to communicate and exchange ideas and interests between home and school.

STATISTICAL REPORT

Home visits to parents and/or students	1,019
Telephone contacts to parents and students	129
Individual counseling periods	80
Group counseling periods	6
School visits to principals, counselors, teachers, nurses	620
Telephone contacts to school personnel	178
Visits to or from service agencies, doctors, bus co., etc.	95
Telephone contacts to service agencies, etc.	59
Inter-Office conferences	19
Meetings of Staff, State Dept. Personnel, Consultants, In-Service Meetings	48
Articles written for M.E.R.C. News Letter	3

Surveys conducted for the Caldwell School District:

#1	120 homes contacted
#2	65 homes contacted
#3	80 homes contacted

6 quarter hours of social work courses were taken in night school in connection with Idaho Continuing Education Program.

MIGRANT EDUCATION RESOURCE CENTER

Nampa, Idaho

Report of Terminal Operator:

The number of automated or computerized records for migrant students in our area has far exceeded the anticipated figure. Up until the current school year, we have processed some 3,500 to 4,000 records or transactions for these students. (This is summer school inclusive)

Our records show some students have as many as six transactions filed. This would indicate at least two enrollments, two withdrawals and two updates. This is not at all unusual, perhaps the norm would be a minimum of three transactions per student.

We have held in-service workshops in all ten school districts serviced by this terminal. In addition, we work with individual secretaries from time to time concerning reports or problems they might have. We call all school secretaries always keeping in close contact with them. Our plan is to continue working closely with school personnel in visits to their school to go over records with them. Our communication with the districts is very good, with the start of the current school year there is much more participation and interest in the system from administrative personnel as well as secretarial staff. Because of the need for a system for migratory students and with continued support of the schools it can be very successful. Certainly it is off to a good start with the cooperation we have experienced with the schools in our terminal site.

Compiled by,

Esther Boesen, Terminal Operator

MIGRANT EDUCATION RESOURCE CENTER